

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: ROTC and Military Training
Course Number: 1801330
Course Title: Leadership Education and Training IV
Credit: 1.0

- A. Major Concepts/Content.** The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also discussed.

The content should include, but not be limited to, the following:

- leadership theory and application
- physical fitness and the Cadet Challenge (President's Physical Fitness Program)
- environmental issues
- team development
- mentoring
- world geography
- American and world history
- citizenship and government

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is a cooperative effort between the Army and the host institution. It consists of practical application, demonstrated performance, and development of subject material knowledge.

The course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Electives are a required component of the JROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus.

Successful completion of Leadership Education and Training IV requires 50 hours of additional instruction from Categories 1, 2, and 3 (as listed in *Leadership Education and Training, Program of Instruction*) and 24 hours for Administration, Testing, and Inspections. Service Learning Lessons are mandatory, but can be taught in any LET level as needed (4.5 hours).

Further instruction for Leadership Education and Training IV must be provided as follows:

- Unit 5 (Geography and Earth Science), Chapters 2, 4, and 5 (4 hours)
- Unit 6 (Citizenship and American History), Chapters 2, 4, 5, and 6 (10 hours)
- Categories 1, 2, and 3, focusing on Cadet development (20 hours)

The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC program. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

The curriculum used in the Army JROTC program is used in the National Defense Cadet Corps (NDCC) programs.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge and use of leadership theory and practice by leading meetings, supervising, and participating in team development, managing projects, mentoring, and leading drill procedures.**
 - AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.
 - AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work related situations.
 - AT.4.1.4.1 analyze and describe the various industry methods of organizing the workplace to enhance productivity.

- AT.6.1.4.1 analyze social, *legal*, *economic*, and ethical aspects of labor and management relationship.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings, across diverse populations.
- HE.B.3.4.2 know techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
- HE.B.3.4.4 know skills for communicating effectively with family, friends, and others.
- HE.C.2.4.3 know strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on *health* issues.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- PE.B.2.4.4 assume an active leader role, a supportive follower role, and a passive follower role as appropriate.

2. Develop a personal growth plan through the use of the Success Profiler and Personal Skills Map with a focus on areas needing improvement.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.
- AT.2.1.4.1 develop the planning, implementation, fiscal, and evaluation systems necessary to manage a project or provide a service.
- AT.2.2.4.4 develop a promotional campaign for a target market using technology appropriate for industry, the community, or school.

- AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.
- AT.3.1.4.5 evaluate personal insurance needs (e.g., health, life, disability, liability).

3. Demonstrate knowledge of etiquette and time management strategies.

4. Demonstrate knowledge of modern history with a focus on the events of World War II (1939-1945) and the Cold War (1946-1959).

- SS.A.5.4.5 know the origins and effects of the involvement of the United States in World War II.
- SS.A.5.4.6 understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.

5. Demonstrate knowledge of modern history with a focus on events during the period from 1960 to the present.

- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.

6. Demonstrate understanding of the Presidential Physical Fitness Program and the Cadet Challenge, including their relationship, the components of the Cadet Challenge, techniques for each event, and score improvement.

- HE.A.1.4.1 understand the impact of personal health behaviors on body systems.
- HE.A.1.4.2 understand the potential impact of common risk behaviors on the quality of life.
- HE.A.1.4.3 understand the relationships among physical, mental, emotional, and social health throughout adulthood.
- HE.C.1.4.4 know how to implement a plan for attaining personal health goals for the school year and know methods for evaluating progress.
- HE.C.1.4.5 know how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.

PE.C.2.4.2 participate in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.

7. Demonstrate knowledge and use of topographic maps including measuring distances, locating points and positions on the map and on the ground, and determining directions.

SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations *to depict geographic problems*.

8. Develop alternate solutions for waste disposal beneficial to the environment and create a recycling plan of action.

AT.7.1.4.1 research a given industry's data and report its environmental, social, and economic impact on the community.

AT.8.1.4.2 research environmental problems and report their impact on the occupational health and safety of a specific industry.

AT.8.1.4.4 evaluate methods to resolve environmental problems.

HE.A.1.4.4 understand how the environmental conditions of the community influence the health of individuals.

HE.C.1.4.2 know the health concerns that require collaborative decision making (e.g., community violence and water pollution).

SC.G.2.4.6 know the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).

9. Demonstrate knowledge and application of the procedures for conducting a historic learning activity.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.

- LA.B.1.4.2 draft and revise writing that:
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purposes of the paper;
 - demonstrates a mature command of language with freshness of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for:
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

10. Demonstrate knowledge of the judicial system, including the federal courts, judicial review, the Department of Justice, the Uniform Code of Military Justice, and law enforcement processes.

11. Demonstrate knowledge and application of government in a democratic society, including individual rights, responsibilities of citizenship, and governmental processes.

- SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).

12. Demonstrate understanding of the Constitution of the United States, its origin, and the powers authorized to the three branches of government.

- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
- SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
- SS.C.2.4.4 understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.